

Jackson County School Board

# Marianna Middle School



2019-20 Schoolwide Improvement Plan

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# Marianna Middle School

4144 SOUTH ST, Marianna, FL 32448

<http://mms.jcsb.org>

## Demographics

**Principal: Eddie Ellis**

Start Date for this Principal: 7/1/2012

<b>2019-20 Status</b> (per MSID File)	Closed: 2020-06-30
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	0%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
<b>School Grades History</b>	2018-19: C (49%) 2017-18: B (55%) 2016-17: C (53%) 2015-16: C (45%) 2014-15: B (55%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the Jackson County School Board on 10/15/2019.

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

**Purpose and Outline of the SIP**

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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4144 SOUTH ST, Marianna, FL 32448

<http://mms.jcsb.org>

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Middle School 6-8</p>	<p><b>2018-19 Title I School</b></p> <p>Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p>94%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p>K-12 General Education</p>	<p><b>Charter School</b></p> <p>No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p>48%</p>

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

We will establish a strong educational foundation for lifelong learning by nurturing, guiding, and challenging each individual student in a safe productive environment.

#### Provide the school's vision statement.

The Marianna Middle School Team joins the parents and community to assist all students to become productive members of society.

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Ellis, Eddie	Principal	
Brown, Buddy	Assistant Principal	
James, Courtney	Teacher, K-12	
Elliott, Carla	School Counselor	
Cumbie, Jennifer	School Counselor	
Haid, Jessica	Teacher, K-12	

### Early Warning Systems

#### Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	187	222	171	0	0	0	0	580
Attendance below 90 percent	0	0	0	0	0	0	60	60	44	0	0	0	0	164
One or more suspensions	0	0	0	0	0	0	9	6	11	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	33	35	48	0	0	0	0	116
Level 1 on statewide assessment	0	0	0	0	0	0	69	59	48	0	0	0	0	176

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	48	39	43	0	0	0	0	130

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**FTE units allocated to school (total number of teacher units)**

42

**Date this data was collected or last updated**

Tuesday 8/27/2019

**Prior Year - As Reported**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	52	43	56	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	29	29	49	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	58	68	47	0	0	0	0	173

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	31	35	40	0	0	0	0	106

**Prior Year - Updated**

**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	52	43	56	0	0	0	0	151
One or more suspensions	0	0	0	0	0	0	1	1	1	0	0	0	0	3
Course failure in ELA or Math	0	0	0	0	0	0	29	29	49	0	0	0	0	107
Level 1 on statewide assessment	0	0	0	0	0	0	58	68	47	0	0	0	0	173

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	31	35	40	0	0	0	0	106

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	55%	55%	54%	56%	56%	52%
ELA Learning Gains	55%	55%	54%	55%	55%	54%
ELA Lowest 25th Percentile	43%	43%	47%	46%	46%	44%
Math Achievement	47%	47%	58%	51%	51%	56%
Math Learning Gains	41%	41%	57%	57%	57%	57%
Math Lowest 25th Percentile	34%	34%	51%	44%	44%	50%
Science Achievement	32%	32%	51%	48%	48%	50%
Social Studies Achievement	77%	77%	72%	69%	69%	70%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	187 (0)	222 (0)	171 (0)	580 (0)
Attendance below 90 percent	60 (52)	60 (43)	44 (56)	164 (151)
One or more suspensions	9 (1)	6 (1)	11 (1)	26 (3)
Course failure in ELA or Math	33 (29)	35 (29)	48 (49)	116 (107)
Level 1 on statewide assessment	69 (58)	59 (68)	48 (47)	176 (173)

**Grade Level Data**

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	53%	55%	-2%	54%	-1%
	2018	60%	58%	2%	52%	8%
Same Grade Comparison		-7%				
Cohort Comparison						
07	2019	55%	56%	-1%	52%	3%
	2018	44%	45%	-1%	51%	-7%
Same Grade Comparison		11%				
Cohort Comparison		-5%				
08	2019	57%	57%	0%	56%	1%
	2018	66%	59%	7%	58%	8%
Same Grade Comparison		-9%				
Cohort Comparison		13%				



<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
06	2019	46%	56%	-10%	55%	-9%
	2018	50%	52%	-2%	52%	-2%
Same Grade Comparison		-4%				
Cohort Comparison						
07	2019	49%	55%	-6%	54%	-5%
	2018	53%	49%	4%	54%	-1%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
08	2019	31%	30%	1%	46%	-15%
	2018	51%	45%	6%	45%	6%
Same Grade Comparison		-20%				
Cohort Comparison		-22%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
08	2019	33%	28%	5%	48%	-15%
	2018	53%	45%	8%	50%	3%
Same Grade Comparison		-20%				
Cohort Comparison						

<b>BIOLOGY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	0%	61%	-61%	67%	-67%
2018					

<b>CIVICS EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	77%	71%	6%	71%	6%
2018	65%	57%	8%	71%	-6%
Compare		12%			

<b>HISTORY EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019					
2018					

<b>ALGEBRA EOC</b>					
<b>Year</b>	<b>School</b>	<b>District</b>	<b>School Minus District</b>	<b>State</b>	<b>School Minus State</b>
2019	91%	50%	41%	61%	30%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	61%	39%	62%	38%
Compare		-9%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018	0%	57%	-57%	56%	-56%

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	49	38	18	37	32		65			
BLK	38	52	44	25	34	35	13	64	44		
HSP	71	77		58	44		27				
MUL	48	43		38	31			75			
WHT	65	55	39	62	47	34	47	83	66		
FRL	48	52	41	36	39	41	20	68	46		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	19	32	31	23	37	38	35	29			
BLK	35	46	43	31	39	41	29	49	36		
HSP	60	54		58	52			73			
MUL	59	65		54	46			64			
WHT	71	60	49	71	59	58	67	76	67		
FRL	45	49	41	42	46	45	45	56	42		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	15	37	38	11	42	40		43			
ELL	30	58		40	20						
BLK	35	46	45	26	47	48	26	48	44		
HSP	50	45		50	55						
MUL	56	46		57	48			70			
WHT	69	61	46	67	65	41	62	82	55		
FRL	43	49	48	40	51	44	35	56	27		

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	445
Total Components for the Federal Index	9
Percent Tested	97%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
<b>English Language Learners</b>	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	39
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	47
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

**Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.**

Students with disabilities showed the lowest performance for the 2018-2019 school year. Compared with the previous year, students with disabilities did make improvements in areas except for math, but this is still the lowest data component.

**Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.**

Based on the 2018-2019 school data, both eighth grade Science and Math decline 15% from the previous academic year. MMS decreased from 51% in 2018 to 31% in 2019 for eighth grade math. MMS also decreased from 53% in 2018 to 33% in 2019 for science. One factor that contributed to this gap was due to the loss of instructional time because of Hurricane Michael in October 2018. Half of

the students in 8th grade did not have a certified science instructor from March through the end of the school year which was also a factor that contributed to this decrease in scores.

**Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.**

When compared to the state average, MMS scored 15% lower than the state average in the areas of 8th grade Math and Science. One factor that contributed to this gap was due to the loss of instructional time because of Hurricane Michael in October 2018. Half of the students in 8th grade did not have a certified science instructor from March through the end of the school year which was also a factor that contributed to this decrease in scores.

**Which data component showed the most improvement? What new actions did your school take in this area?**

Based on the 2018-2019 school data, Marianna Middle School showed the most improvement on the Civics EOC. For the 2017-2018 school year, MMS had a 65% pass rate. For the 2018-2019 school year, MMS achieved a 71% pass rate. This improvement can be attributed to the resources used such as Civics360 as well as a new curriculum map used district wide. A new Civics textbook, Gateway to American Government, was also adopted for use throughout the district.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

One area of concern based off of the EWS data is that of attendance. For the current academic year, there are 164 students with attendance below 90% which has increased from the previous year when there were 151 students with attendance below 90%. Another area of concern is that of the number of students scoring at a Level 1 on state assessments. For the current academic year, there are 176 total students who scored a Level 1 on the state assessments which has increased from the previous year's total of 173 students.

**Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.**

1. Math Achievement
2. Science Achievement
3. Attendance

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	Mathematics Achievement
<b>Rationale</b>	For the 2018-2019 school year, FSA Math scores dropped from 51% to 31% for 8th grade. Scores also dropped for the Algebra 1 EOC from 100% to 91%. Scores for both 7th and 8th grades dropped by 4%.
<b>State the measurable outcome the school plans to achieve</b>	For the 2019-2020 school year, MMS desires to see FSA Math scores for 7th and 8th grades improve by 10%, for 8th grade to improve to 50%, and for Algebra 1 EOC scores to improve to 100%.
<b>Person responsible for monitoring outcome</b>	Courtney James (courtney.james@jcsb.org)
<b>Evidence-based Strategy</b>	Marianna Middle School will utilize the Go Math workbook for this school year. The Go Math workbook contains engaging lessons and activities that interests students. MMS also plans to use the Go Math online program to develop math skills. This program requires each student to complete a diagnostic to determine the student's placement. Once completed, the student will complete individualized lessons based on their strengths and weaknesses. For our students with disabilities, these students will be using the Support Facilitation model. This provides students with disabilities the opportunity to received instruction from a certified teacher in that subject as well as having the access to an ESE teacher and paraprofessional.
<b>Rationale for Evidence-based Strategy</b>	Go Math is a widely used curriculum that has received much praise and support from surrounding districts. The intriguing book design, the ability to write in the textbook, and engaging lessons make this strategy unique. By using the Go Math online program, teachers will be able to monitor growth. This program will require students to take diagnostics throughout the school year to be able to regularly monitor growth in math.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of Go Math textbook</li> <li>2. Use of Go Math online program</li> <li>3. Use of iReady Math program</li> </ol>
<b>Person Responsible</b>	Courtney James (courtney.james@jcsb.org)

<b>#2</b>	
<b>Title</b>	Science Achievement
<b>Rationale</b>	For the 2018-2019 school year, the science achievement scores for Marianna Middle School dropped from 53% from the previous year to 33%. This 20% drop in student achievement on the state science assessment warrants concern.
<b>State the measurable outcome the school plans to achieve</b>	Marianna Middle School desires to increase achievement from 33% to 50% for the 2019-2020 school year.
<b>Person responsible for monitoring outcome</b>	Courtney James (courtney.james@jcsb.org)
<b>Evidence-based Strategy</b>	Marianna Middle School will use the Florida Science curriculum in grades 6-8. This curriculum allows students to be engaged and provides meaningful resources and activities that teachers can use to increase student learning. For our students with disabilities, these students will be using the Support Facilitation model. This provides students with disabilities the opportunity to received instruction from a certified teacher in that subject as well as having the access to an ESE teacher and paraprofessional.
<b>Rationale for Evidence-based Strategy</b>	The Florida Science curriculum is a curriculum used by many successful school districts across the state of Florida. Marianna Middle School hopes that by correctly using and implementing this curriculum, that our achievement numbers will increase. Florida Science also has an online resources for students and teachers to be able to use outside of school. This online resource contains information, quizzes, and worksheets that students and teachers can use to reemphasize content.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Use of Florida Science curriculum</li> <li>2. Hands-on learning activities</li> <li>3. Frequent walk-through's to determine effectiveness</li> </ol>
<b>Person Responsible</b>	Courtney James (courtney.james@jcsb.org)

**#3**

**Title** Attendance

**Rationale** Based on the data from the 2018-2019 school year regarding the number of students that are absent along with the statewide attendance concerns, our focus will be on ensuring that our students are coming to school with minimal absences. Marianna Middle School acknowledges that if our students are at school, they are able to receive quality instruction which will ultimately lead to academic success.

**State the measurable outcome the school plans to achieve** Marianna Middle School hopes to decrease the overall number of students with attendance less than 90% by 25%. This would mean a drop in the number of students from 164 students to 123 students with attendance below 90%.

**Person responsible for monitoring outcome** Courtney James (courtney.james@jcsb.org)

**Evidence-based Strategy** We will monitor attendance by running attendance reports every two weeks and meeting with those students with attendance concerns. Marianna Middle School will also hold a rewards day each nine weeks for students who were in attendance every day during that nine week period in order to encourage good attendance.

**Rationale for Evidence-based Strategy** Marianna Middle School believes in promoting good habits and behaviors by rewarding students for their hard work. We believe that by rewarding our students for good attendance will give students a sense of excitement about their education and learning.

**Action Step**

- Description**
1. Collect attendance reports
  2. Meeting with students with attendance concerns
  3. Make parent contact with parents of students with attendance concerns
  4. Follow up with students with attendance concerns to determine any needs that can be assisted
  5. Reward students for good attendance

**Person Responsible** Courtney James (courtney.james@jcsb.org)

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

**Part IV: Title I Requirements**



### **Additional Title I Requirements**

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

#### **Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.**

Marianna Middle School plans to build relationships with parents, families, and community members by maintaining constant and consistent contact with these individuals through the use of the Remind app, email, parent nights, and through the VIP program. Businesses in the community have offered to support student of the month rewards, attendance rewards, and referral free rewards. Marianna Middle School also creates a newsletter, TRACKS, to be able to inform stakeholders of school news and upcoming events.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

1. During the last two weeks of school, the 5th grade students from Riverside Elementary attend an open house at Marianna Middle School. During this time, they meet School Administrators, School Counselors and Teachers. They are also introduced to the different activities, academics, and vocational opportunities available at MMS. ALL 5th grade students take a tour of the campus to familiarize them with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms. Parents of the 5th grade students are also encouraged to attend.
2. The Band Director at Marianna Middle School attends Riverside Elementary to discuss the band program with each 5th grader.
3. School Counselors at MMS attend end of year IEP staffings/meetings at Riverside for upcoming 6th graders. This enables MMS to meet with eligible students/parents to discuss academic and behavioral transitions.
4. Marianna Middle School holds a school-wide "Open House" the week before school starts. During this time, each student and guardians are able to meet teachers and are able to familiarize themselves with their upcoming schedule.
5. MMS 8th grade students attend an open house visit at Marianna High School. During this time they are introduced to the School Administrators, School Counselors, and Teachers. They are also introduced to the different activities, academics and vocational opportunities at Marianna High School. MHS School Counselors review the scheduling process and encourage each student to have an individual schedule completed before summer break. Students also take a tour of Marianna High School campus to familiarize themselves with the locations of the Front Office, Media Center, Cafeteria, Gym, and Classrooms.
6. School Counselors at Marianna High school attend end of year IEP staffings/meetings at Marianna Middle School for upcoming 9th graders. This enables MHS to meet with eligible students and parents to discuss academics and behavioral transitions.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.**

A school-based Student Support Team (SST) has been identified for the purpose of implementing a multi-tiered system of supports (MTSS) for all students. Universal screening data at the grade level, classroom level and subgroup level is analyzed to evaluate the effectiveness and needs of core

instruction. The SST meets regularly on students identified as needing supplemental instruction beyond core (T2), and those needing more intensive/ individualized (T3) instruction. The SST reviews multiple data sources and engages in a 4 step data-based problem solving method to design and evaluate intervention plans that are targeted to student needs. Resources and service delivery are allocated according to the level of student need.

**Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

Marianna Middle School and Marianna High School School Counselors meet with 8th grade students to advise on their individual course of study that is personally meaningful for academic and career planning.

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

Marianna Middle School plans to encourage college and career awareness by having various business, former collegiate athletes, and representatives from organizations visit our campus to be able to speak with students about opportunities that each organization offers.

**Part V: Budget**

**The approved budget does not reflect any amendments submitted for this project.**

1	III.A.	Areas of Focus: Mathematics Achievement	\$0.00
2	III.A.	Areas of Focus: Science Achievement	\$0.00
3	III.A.	Areas of Focus: Attendance	\$0.00
<b>Total:</b>			<b>\$0.00</b>